



Students, staff and change: academic developers as go-betweens

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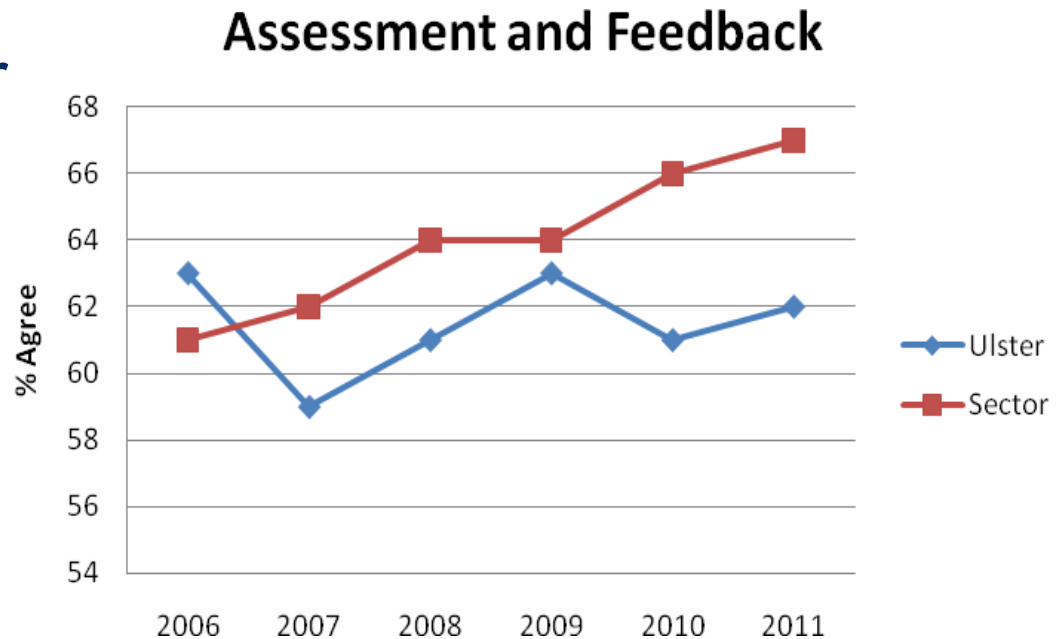
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Students, staff and change: academic developers as go- betweens

Roisin Curran & Vicky Davies



- University of Ulster poorly rated in national student satisfaction survey in relation to Assessment and Feedback (NSS)



■ Working group brief

- To develop a set of Principles for Assessment for Learning
- To develop guidance for practitioners to support the implementation of the principles.

Timeline

- Scoping Day – February 2011
- Draft Principles - March 30th 2011
- Consultation period – April/May 2011
- Final Principles: Principles of Assessment and Feedback for Learning - June 2011
- Implementation plan – June 2011 (on-going)

Principles of Assessment and Feedback for Learning



BUILDING EFFECTIVE PRACTICE

Assessment and Feedback for Learning should:

- 1 Clarify good performance**
Help to clarify, from the early stages of a programme, what good performance means (goals, criteria, standards);
 - 2 Encourage time and effort on task**
Encourage 'time and effort' on challenging learning tasks, which recognise the importance of learning from the tasks, not just demonstrating learning through tasks;
 - 3 Deliver timely high quality feedback**
Deliver timely learner-related feedback information that helps students to self-correct and communicates clear, high, expectations and professionalism;
 - 4 Provide opportunities to act on feedback**
Provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice;
 - 5 Encourage positive motivational beliefs**
Ensure that all assessment has a beneficial, constructive, impact on student learning, encouraging positive motivational beliefs, confidence and self-esteem;
 - 6 Develop self-assessment and reflection**
Facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;
 - 7 Encourage interaction and dialogue**
Encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.
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- [About the principles](#)
[Download principles poster \(PDF\)](#)
- These principles are based on the [REAP Principles of Good Formative Assessment and Feedback](#).*

The implementation of these principles will influence curriculum design, delivery and educational practice, such that students and staff become co-creators and collaborators in learning.
Please read assessment to include all assessment (formative and summative, coursework and examinations).



Perception of roles

Recognition of need for change

Role of champions

Role of students

Mismatch

- **Unfreeze** | **Change** | Refreeze (Lewin 1947)
- Change is too short-sighted: first-order change (Earl 2003)
- Recognise that a deeper change is needed – second-order change which is ‘the heart of individual practice’ (Earl 2003) in conjunction with an institutional shift which requires a closer analysis and understanding of the underlying ethos
Radical collegiality (Bragg & Fielding 2007)

The role of Academic Developers

- **Current**

Facilitation of practical issues and events

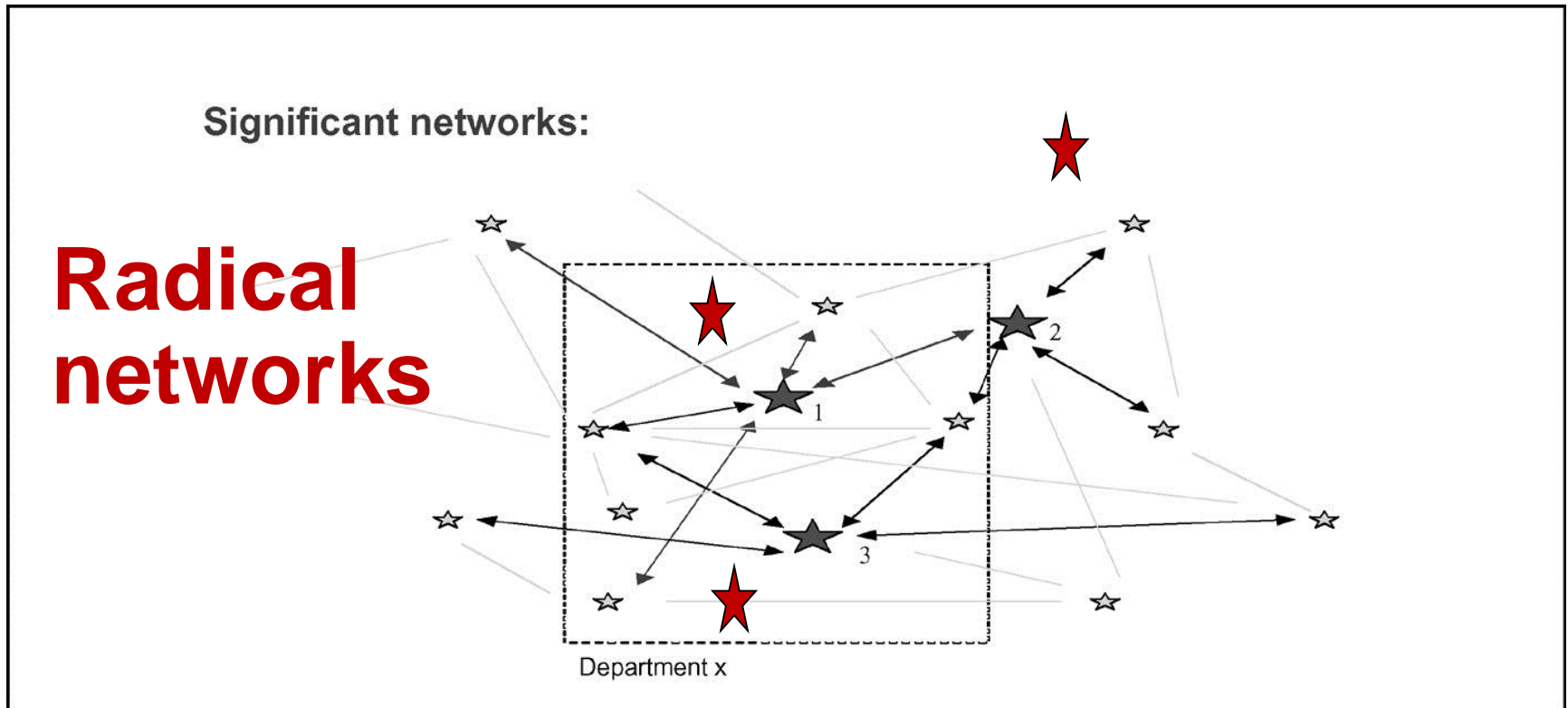
- **Aspirational**

Facilitation of conceptual perceptions and cultural change

Challenge

- In terms of influencing culture change, we need
 - a clear articulation of long-term goals
 - a firm understanding of the “ethos”

Significant networks (Roxa & Martensson 2009)



Discussion

- What are the implications of **radical networks** for the relevant stakeholders?
- Staff
- Students
- Academic developers
- Management